

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BA Hons
<b>4</b>	<b>Programme Title</b>	Geography and Planning
<b>5</b>	<b>UCAS/Programme Code</b>	LK74
<b>6</b>	<b>Programme Accreditation</b>	
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Geography and Planning
<b>8</b>	<b>FHEQ Level</b>	6
<b>9</b>	<b>Date written/revised</b>	May 2010

**10 Programme Aims**

The purpose of the (GaP) degree programme is to support and structure students' general higher education and intellectual development. The degree provides students with a coherent understanding of the social science perspective within their chosen specialist areas. In general the degree offers students a number of different pathways through the disciplines of geography and planning, and the opportunity of studying issues in depth from both a geography and planning perspective. In particular the programme intends:

1. To provide the theoretical and practical training necessary to equip GaP graduates with the transferable and analytical skills appropriate for graduate employment.
2. To provide an applied dimension of study, enabling the graduate to be capable of working in urban or rural policy fields, in public or private practice and with a wide range of other professionals.
3. To equip students for further study.
4. To provide graduates with a coherent understanding of the social science perspective in their chosen specialist areas of planning and geography.
5. To provide opportunities for students to acquire further knowledge and skills as they develop over the duration of the degree programme.
6. To provide opportunities for students to participate (and be assessed), in work related learning activities in order to develop their awareness of geographical and planning issues in the real world.
7. To provide students with the opportunity to organise facts, deploy logic and received theory and, through the use of oral, literary and numeracy skills, analyse problems and issues, synthesise potential solutions and criticise alternatives.
8. To provide the opportunity to develop and improve key skills alongside their academic and practical abilities.
9. To contribute to the University's objectives by providing high quality research-led teaching.

10. To encourage students to develop appropriate attitudes to academic study and future professional development.
11. To provide a programme which, through the choice of themes and modules, enable students to study substantial elements of the Geography and/or Town and Country Planning benchmarks.
12. To meet the criteria for an honours degree laid down in the QAA's National Qualifications Framework.
13. To provide a supportive environment in the departments such that the students enjoy their learning experience.

### **11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for (subject) (X).

#### **Knowledge and Understanding**

- A1 Students will acquire a theoretical understanding of the subjects of geography and planning and their interrelationships;
- A2 Students will develop areas of specialist knowledge in geography and planning through their choice of themes.
- A3 Students will acquire the methods of enquiry and the technical competence to enable them to carry out research.
- A4 Students will gain an advanced understanding of particular cross-disciplinary themes such as: Urban and regional development; Environmental management; Social and cultural development; and Planning and Urban design.
- A5 Students will develop an understanding of current research findings in selected areas.

#### **Teaching and Learning Methods**

Specialist knowledge and understanding, (A1-5) are primarily imparted via lectures, workshops, tutorials, seminars and case studies.

Throughout stage 1 and the compulsory components of stages 2 & 3 students are taught the initial elements of the main themes of the degree, and initial research methods, (A3), to enable them to undertake study at this level.

Through the choice of particular pathways through the disciplines of geography and planning students are able to study issues in depth from a planning and/or geography perspective, (A1,2&4).

Throughout both the compulsory and optional elements of the programme students are encouraged and expected to engage in independent reading and, where appropriate, fieldwork, (A5).

Participation in workshops, tutorials and seminars aids the development of understanding.

#### **Assessment Strategy**

Knowledge and understanding are assessed by a variety of means, (partly depending on module choices), including;

Unseen written examinations

Coursework

Dissertation  
Poster Presentation  
Multiple choice questions

The written papers are specifically intended to assess knowledge of core information while coursework and dissertations place more emphasis on the development of analysis and understanding of the concepts within a wider context. Poster presentations emphasise the collection and presentation of knowledge while multiple choice questions emphasise detailed knowledge of specific subjects.

#### **Intellectual Skills**

B1 The ability to undertake a critical evaluation of arguments and evidence.  
B2 The ability to describe and critically assess the value and limitations of information on a given subject.  
B3 The ability to extract, synthesise and present information and data.

#### **Teaching and Learning Methods**

Cognitive skills are introduced and developed from Stage 1 introductory modules to Stage 3 advanced modules. B1-B3 are principally developed through seminars, projects and group work where students can discuss and learn to evaluate arguments and evidence. B3 is developed widely throughout the optional subjects but specifically within the dissertation. Students enhance their learning through independent reading, case studies and field work. The dissertation provides a means of demonstrating all of these skills.

#### **Assessment Strategy**

Cognitive skills are primarily assessed by means of continuous assessment in the form of essays, case studies, reports and to a more limited extent via unseen written examinations.

#### **Practical Skills**

C1 Quantitative and qualitative skills required for research in geography and planning.  
C2 Specialist skills associated with choice of themes and modules.  
C3 Spatial analytical skills.  
C4 Problem solving skills in geography and planning.

#### **Teaching and Learning Methods**

The teaching of quantitative and qualitative skills (C1), is delivered through specific compulsory modules in stages 1 & 2. Teaching on these modules includes lectures, seminars, practicals, design appraisals and IT training sessions.

Optional specialist skills (C2), (e.g.: environmental appraisal), are taught within modules and reflect the curriculum of the module.

Across the degree programme students are exposed to a variety of spatial analytical skills, (C3), appropriate to a graduate of Geography and Planning.

Problem solving skills (C4) are developed across the compulsory elements of the degree and to a varied extent in the optional programme.

Students are encouraged to develop subject specific skills through individual reports and essays, projects, field-trips, case studies and through their dissertations. Students are supported in independent reading via the provision of reading lists, web sites and other course documentation. Opportunities are available for group discussion to encourage the development of the students learning experience.

<b>Assessment Strategy</b>
Subject specific skills are assessed by means of essays, presentations, examinations, field trips and class exercises. Some or all of C1-3 are examined in Stage 3 by means of the dissertation.
<b>Transferable/Key Skills</b>
D1 The ability to communicate by means of well prepared presentations and documents. D2 The ability to use the library and other information sources. D3 The ability to plan, organise and prioritise work activities in order to meet deadlines. D4 The ability to work independently showing initiative. D5 The ability to solve problems. D6 The ability to work in teams.
<b>Teaching and Learning Methods</b>
An introduction to all (D1-6) key skills is taught formally in Stage 1 and developed further throughout the programme. Communication skills, (D1), are developed in written coursework, projects, field trip presentations, poster presentations and via the dissertation. Specific modules support numerate skill development. Use of information sources, (D2), is developed in research methods modules. Self management, (D3), is promoted through a strict coursework and assessment timetable. Problem solving skills, (D5), are promoted via lectures seminars and workshops at all stages. The dissertation provides an opportunity for the development of a range of key skills, (D1-5), and particularly the ability to work independently, (D4). Teamwork, (D6) is developed in projects and field trips.
<b>Assessment Strategy</b>
All of the key skills are assessed by means of continuous assessment in the form of essays, case studies poster presentations and projects. Many key skills, depending on subject chosen, are assessed within the dissertation.

<b>12 Programme Curriculum, Structure and Features</b>
<b>Basic structure of the programme</b>
See Annex 2
<b>Key features of the programme (including what makes the programme distinctive)</b>
Wide ranging choice within the framework of human geography and planning.
<b>Programme regulations (link to on-line version)</b>
<a href="http://www.ncl.ac.uk/regulations/">http://www.ncl.ac.uk/regulations/</a>

<b>13 Criteria for admission</b>
The main criterion for admission is that the student should be capable of achieving the learning outcomes of the degree. This is assessed either from evidence of previous examination successes or via interview or both. All students who are offered a place will be invited to an Open Day.
<u>GCSEs required</u>
No special requirement.

### A-Level Subjects and Grades

Generally 3 A levels required for entry at BBB-BBC, including General Studies.

Under the new post 16 arrangements in England:

6 credit vocational A level accepted as one of the three A levels.

Applicants with 12 credit vocational A levels will be considered on their merits.

2 As levels will be accepted instead of one of the A levels.

Skills qualifications will not be included in offers.

### Scottish Highers

BBBB

### BTEC

Merits/Distinction

### Alternative entry qualifications

Appropriate overseas qualifications will be considered, as well as A levels. Mature students will be considered on their merits. All students without conventional qualifications will be interviewed.

### Any Additional Requirements

None

## **14 Support for Student Learning**

### *Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Centre.

### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

#### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

#### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

### **15 Methods for evaluating and improving the quality and standards of teaching and learning**

#### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

#### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

#### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

#### *Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

## **16 Regulation of assessment**

### Assessment Rules and Honours classification

The minimum pass mark is 40% for each module.

Most modules are assessed by a combination of unseen written examination and coursework, although some are 100% examination and some 100% coursework.

Information on assessment is available in the degree programme handbooks and in the module outlines.

All stage 1 and stage 2 modules must be passed before students can proceed. There are two resit opportunities

Degree classification is based on the weighted average of results for stages 2 and 3, with stage 3 results accounting for 66.6% and stage 2 for 33.3%

### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	<b>Honours</b>	<b>Non-honours</b>
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

### *Role of the External Examiner*

The external examiners (including the examiners for the Geography degrees and the Planning degree), are distinguished members of the academic community appointed by Faculty Teaching and Learning Committee and their role is to:

Approve assessment

Review samples of examination scripts and coursework to check standards and assessment procedures

Attend the Examination Board meeting

Report back to the University

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme - Handbook Available to student on blackboard.

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.



## Annex 1

### Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
GEO1007	Compulsory	3,5		3	1,2
GEO1010	Compulsory	1,5	1		1
GEO1011	Compulsory		1,2,3	1,4	1,5
TCP1003	Compulsory	3	1,3		2,3,6
TCP1014	Compulsory	1,5			1
TCP1015	Compulsory	1,5	1		1
TCP1017	Compulsory	1,5	1		1
TCP1019	Compulsory	1,5	1		1
TCP1023	Compulsory	3	1,2,3	1,3,4	1,5
GEO2043	Compulsory	3	1,2,3	1,3,4	1,5
TCP2027	Compulsory	3	1,2,3	1,2,3,4	1,2,3
TCP2025	Optional	1,3,5	1,2,3	1,3,4	1,5
TCP2023	Optional	1,2,5	1		1
GEO2103	Optional	1,2,5	1		1
GEO2104	Optional	1,2,5	1		1
GEO2047	Optional	1,2,5	1		1
TCP2005	Optional	1,2,5	1		1
GEO2099	Optional	1,2,5	1		1
TCP2022	Optional	1,2,5	1		1
TCP2009	Optional	1,4,5	1		1
TCP2018	Optional	1,2,5	1	3	1
NCL2007	Optional		2		1,3
TCP3099	Compulsory	1,2,3,4,5	1,2,3	1,2,3,4	1,2,3,4,5
GEO3069	Optional	1,2,4,5	1	2,4	1,2,5
GEO3041	Optional	1,2,4,5	1	2,4	1,2,5
GEO3063	Optional	1,2,4,5	1	2,4	1,2,5
GEO3102	Optional	1,2,4,5	1	2,4	1,2,5
GEO3105	Optional	1,2,4,5	1	2,4	1,2,5
GEO3106	Optional	1,2,4,5	1	2,4	1,2,5,6
GEO3114	Optional	1,2,4,5	1	2,4	1,2,5
GEO3103	Optional	1,2,4,5	1	2,4	1,2,5
GEO3065	Optional	1,2,4,5	1	2,3,4	1,2,5
GEO3109	Optional	2,3,5	1,2,3	1,3,4	1,2,5
TCP3019	Optional	1	1	2	1,5
TCP3051	Optional	2,3,4	1	2,4	4,5
TCP3049	Optional	2,3,4	1,2	2,3	1,3,4
TCP3050	Optional	2,3,4	1,2,3	2,3,4	1,2,3,4,5,6
NCL3007	Optional		2		1,3

## Annex 2

### Stage 1

- (a) Unless otherwise stated modules are not core.  
(b) All candidates shall take the following compulsory modules:

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
GEO1005	Geographical Imaginations	(20)	(10)	(10)
GEO1010	Interconnected World	(20)	(10)	(10)
GEO1011	Introduction to Geographical Analysis	(20)	(10)	(10)
TCP1003	Planning Skills	(10)	(10)	
TCP1014	Planning Processes	(10)		(10)
TCP1015	Society and Culture	(10)	(10)	
TCP1017	Shaping Towns	(10)	(10)	
TCP1019	Economics of Development	(10)		(10)
TCP1023	Geographical Information Systems	(10)		(10)

### Stage 2

- (a) All candidates shall take the following compulsory modules:

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
GEO2043	Key Methods for Human Geographers	(20)	(20)	
TCP2027	Research Skills	(20)		(20)

All candidates shall select modules to the value of 80 credits from the list below (which is subject to availability). You may only select one of the NCL2001/NCL2002 - Student Tutoring & Volunteering 2<sup>nd</sup> Year modules. Students are advised to select 40 credits from semester 1 and 40 from semester 2 in order to give you a 60/60 credit balance. Modules have been categorised according to 4 themes to assist students selecting either a good balance of modules or specialisations.

#### *THEME 1 SOCIAL AND CULTURAL DEVELOPMENT*

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
GEO2103	Globalization, Culture and Development	(20)	(10)	(10)
GEO2104	Social Geographies	(20)	(20)	
GEO2047	Political Geography	(20)		(20)
TCP2005	Housing Policy	(20)	(20)	

#### *THEME 2 URBAN AND REGIONAL DEVELOPMENT*

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
GEO2099	Economic Geography	(20)	(10)	(10)
TCP2005	Housing Policy	(20)	(20)	

TCP2022	Regeneration & Place	(20)	(20)	
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### *THEME 3 PLANNING*

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
TCP2018	European Planning Study	(20)		(20)
TCP2022	Regeneration & Place	(20)	(20)	
TCP2023	Understanding Sustainable Development	(20)		(20)
TCP2025	Researching Local Economies	(20)	(20)	

### *THEME 4 EDUCATION AND LEARNING*

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
NCL2007	Career Development for 2 <sup>nd</sup> year students	(10)	(10)	(10)

### **Study Abroad**

Candidates may spend Semester 2 of Stage 2 at an approved university outside the United Kingdom. The work to be completed by such candidates shall be agreed with the Degree Programme Director before the commencement of the period of study.

### **Stage 3**

(a) All candidates shall take the following compulsory modules:

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
TCP3099	Dissertation	(40)	(10)	(30)

(b) All candidates shall select modules to the value of 80 credits from the list below (which is subject to availability). Students are advised to select 50 credits from semester 1 and 30 from semester 2 in order to give a 60/60 credit balance. Modules have been categorised according to 4 themes to assist students selecting either a good balance of modules or specialisations.

### *THEME 1 SOCIAL AND CULTURAL DEVELOPMENT*

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
GEO3041	Geography of Commodities	(20)	(20)	
GEO3063	Militarism: Space and Society	(20)		(20)
GEO3102	Geopolitical Thought and Practice	(20)	(10)	(10)
GEO3105	Young People, Place and Identity	(20)	(20)	
GEO3101	Race, Place and Nation	(20)	(20)	
GEO3108	Producing Africa: Globalisation and representation	(20)		(20)

### *THEME 2 URBAN AND REGIONAL DEVELOPMENT*

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
GEO3114	Local and regional development	(20)	(10)	(10)
GEO3103	Geographies of Money	(20)		(20)

*THEME 3 PLANNING*

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
TCP3019	Planning Theory and Policy Analysis	(10)	(10)	
TCP3051	Development Management	(10)	(10)	
TCP3049	Planning Strategies	(20)	(20)	
TCP3050	Strategies into Action	(30)		(30)

*THEME 4 EDUCATION AND LEARNING*

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>
NCL3007	Career Development for Final Year Students	(10)	(10)	(10)